

**North Vancouver School District**  
**SCHOOL PLAN for 2014-2015**

**School:** Queensbury School  
**Address:** 2020 Moody Ave.  
North Vancouver, BC V7L 3V3  
**Phone:** 604-903-3730

**School/Community Context:**

Nestled in the trees at the top of Grand Boulevard in North Vancouver, Queensbury Elementary is a warm, welcoming, and academically engaging school. The staff of Queensbury School work hard to reflect the North Vancouver School District Vision statement “We provide world-class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to learn, share, and grow.”

A focus on quality instruction is highlighted by the varied programs and initiatives in place. Collegial collaboration projects and team teaching opportunities continue to be explored, a systemic primary home reading program is in place, and a continued focus on adaptations and modification of programs for our students with special needs remains a priority. We provide quality instruction and opportunities for students to join various clubs and teams such as basketball, volleyball, cross-country, track and field, and gardening. Initiatives to support the less fortunate at a local and global level have also been undertaken by senior students as a means of giving back to the community. The school offers other opportunities for student leadership at the intermediate level including student council, lunch monitoring, peer counseling, reading with younger students, and mentoring.

In the pursuit of improved instructional practice, a group of teachers is participating in a three part series on assessment. The initiative will provide opportunities for the teachers to work together to learn about the most current practices related to assessment. The Queensbury technology committee has developed a comprehensive technology plan that provides guidance on the use of technology for teaching and learning purposes.

Queensbury School continues to find ways to promote school connectedness and foster a sense of belonging amongst all of its community members. Family grouping activities have been used as a means of building community.

Queensbury School has a very active and involved parent community. Queensbury parents participate in Parent Advisory Council initiated events, as part of the School Planning Council, and as volunteers in the classroom and throughout the school. Parents successfully fund raise each year to support programs at the school and are active educational partners both in and outside classrooms. We have students from many different cultural backgrounds and as such the school is generally reflective of Canadian society as a whole. Our ELL population has remained steady over the past year. This year we have been working with an Aboriginal Support Worker to support our First Nations students.

Queensbury PAC and School have been partnering with the City of North Vancouver and Translink on several pedestrian and traffic safety initiatives including the walking school bus.

**Demographics (2013-2014 school year):**

Total number of students: 288      Male: 150      Female: 138

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	40	33	34	47	37	42	30	25

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
15.89	2.8%	9.7%	1.0%	16.7%

**Progress Analysis:**

**Previous School Plan Goal 1: To increase student proficiency in reading and writing.**

**Objective 1.1:**

To increase the reading proficiency of Grade 1 students as identified by the DIBELS.

**Trend Data Table:**

Key Performance Measure:	Baseline Oct. 2012	Target	Actual June 2013
Number of students identified as at-risk based on the DIBELS assessment	11	6	4

Key Performance Measure:	Baseline Nov. 2012	Target	Actual June 2013
% of students "Not Yet Meeting" or "Approaching Expectations" in Reading based on report card results of the Grade 1 cohort.	40%	17%	14%

**Trend Data Analysis:** (indicators of progress over time – 1 to 3 yrs)

NOTES: In both key performance measures, we exceeded our targets. By concentrating on the group that does not meet the expectations, we have been able to achieve success. We have had two years in a row of meeting our targets. Early intervention is working. Even though we have decided to remove this goal, we will continue to focus on early intervention for our students at risk.

## Objective 1.2:

To improve grade 5-7 students' ability to comprehend, extract and utilize information from informational text.

### Trend Data Table:

<b>Key Performance Measure:</b>	<b>Baseline Sept. 2013</b>	<b>Target</b>	<b>Actual Sept. 2014</b>
% of students in grades 5 to 7 Meeting, Fully Meeting or Exceeding Expectations on the "Reading for Information" assessment package	83%		

### Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

NOTES: We changed the tool for measurement this year. The baseline was just set this year so we have no results to report. 83% of students meeting, fully meeting, or exceeding the expectations demonstrates that we have a high level of success with this goal already. We will continue to focus on this aspect of reading, however it will not remain in the school plan. It is recommended that the school continue to use the Reading For Information assessment tool in the future.

## Objective 1.3:

To improve Grades 3 and 4 students' fluency in both fiction and non-fiction writing.

<b>Key Performance Measure: BC Performance Standards</b>	<b>Baseline Sept. 2013</b>	<b>Target</b>	<b>Actual Sept. 2014</b>
% of students in the grade 3 cohort Fully Meeting or Exceeding Expectations in the conventions of writing based on classroom assessment	78%		
% of students in the grade 4 cohort Fully Meeting or Exceeding Expectations in the conventions of writing based on classroom assessment	51%		

### Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

NOTES: It is noted that there is quite a discrepancy between the grade 3 and 4 cohort for the number of students fully meeting or exceeding expectations in the conventions of writing. We should monitor the grade 4 cohort for a few years to see how they do on this aspect of writing in the future.

**Previous School Plan Goal 2: To improve student achievement in math.**

**Objective 2.1:**

To improve grade 2 – 7 students' proficiency in basic math facts, according to grade level learning outcomes.

<b>Key Performance Measure:</b> basic facts drills- Percentage of students scoring 80 % or higher on addition facts	<b>Oct. 2010</b>	<b>May 2011</b>	<b>May 2012</b>	<b>April 2013</b>	<b>Target</b>	<b>April 2014</b>
Grade 2	*	100%	94%	95%	100%	93%
Grade 3	*	96%	88%	94%	95%	72%
Grade 4	5%	33%	58%	70%	80%	95%
Grade 5	41%	69%	65%	79%	85%	73%
Grade 6	41%	87%	93%	86%	90%	100%
Grade 7	61%	79%	82%	96%		91%

<b>Key Performance Measure:</b> basic facts drills- Percentage of students scoring 80 % or higher on subtraction facts	<b>Oct. 2010</b>	<b>May 2011</b>	<b>May 2012</b>	<b>April 2013</b>	<b>Target</b>	<b>April 2014</b>
Grade 2	*	88%	87%	90%	95%	94%
Grade 3	*	96%	91%	94%	95%	56%
Grade 4	15%	11%	72%	84%	90%	86%
Grade 5	34%	62%	55%	71%	85%	59%
Grade 6	50%	83%	72%	77%	90%	100%
Grade 7	65%	79%	79%	75%		90%

<b>Key Performance Measure:</b> basic facts drills- Percentage of students scoring 80 % or higher on Multiplication facts	<b>Oct. 2010</b>	<b>May 2011</b>	<b>May 2012</b>	<b>April 2013</b>	<b>Target</b>	<b>April 2014</b>
Grade 4	0%	17%	65%	46%	70%	66%
Grade 5	7%	57%	65%	61%	80%	49%
Grade 6	19%	68%	55%	74%	85%	88%
Grade 7	48%	66%	82%	79%		86%

<b>Key Performance Measure:</b> basic facts drills- Percentage of students scoring 80 % or higher on Division facts	<b>Oct. 2010</b>	<b>May 2011</b>	<b>May 2012</b>	<b>April 2013</b>	<b>Target</b>	<b>April 2014</b>
Grade 4	0%	6%	5%	30%	50%	42%
Grade 5	0%	28%	5%	17%	65%	24%
Grade 6	3%	19%	34%	64%	80%	67%
Grade 7	26%	41%	86%	61%		86%

**Trend Data Analysis:** (indicators of progress over time – 1 to 3 yrs)

NOTES: There was a drop in grade 3 scores from last year because there was a discrepancy in administration of the tests. There is an increase in the number of students meeting or exceeding expectations in all grades in addition. The grade 5 results went down in a number of areas and there is no known reason for the change. Our grade 6/7's is the age group with the greatest gains. Compared to the 2010 baseline data, overall there is an upward trend in all areas by all grades.

**Previous School Plan Goal 3: To increase the number of students reporting a positive school climate at Queensbury.**

**Objective 3.1:**

To increase the number of students feeling connected to the school.

<b>Key Performance Measure: Students Survey on Connectedness</b>	<b>Oct. 2011</b>	<b>Oct. 2012</b>	<b>Target</b>	<b>Actual Oct. 2013</b>
% of Gr. 3 students feeling positive regarding the statement "I like coming to school"	76%	53%	75%	63%
% of Gr. 4 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	68%	83%	90%	78%
% of Gr. 5 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	75%	71%	75%	73%
% of Gr. 6 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	77%	80%	90%	58%
% of Gr. 7 students responding "most of the time" or "all of the time" regarding the statement "I like coming to school"	64%	86%		71%
% of Gr. 3 students feeling positive regarding the statement "I am liked at school"	61%	50%	75%	67%
% of Gr. 4 students stating "most of the time" or "all of the time" regarding the statement "I am liked at school"	71%	77%	85%	77%

% of Gr. 5 students stating “most of the time” or “all of the time” regarding the statement “I am liked at school”	85%	71%	80%	80%
% of Gr. 6 students stating “most of the time” or “all of the time” regarding the statement “I am liked at school”	73%	80%	90%	80%
% of Gr. 7 students stating “most of the time” or “all of the time” regarding the statement “I am liked at school”	84%	91%		71%

Note: Cohorts by grades are identified by the different colours

**Trend Data Analysis:** (indicators of progress over time – 1 to 3 yrs)

NOTES: There needs to be a continued focus on ensuring that children feel positive about school. We should have a focus group of random students provide feedback on how and why students feel connected or not connected to the school. Doing the survey in October gives us time to try to make a difference for the kids. We will record the comments and look for trends.

### Opportunities for Further Development

While Goals Number 1 and 2 are being replaced with a new goal for the upcoming school year, the following recommendations will be considered:

1. Monitor the grade 4 cohort in writing; specifically the conventions of writing
2. Continue to emphasize the basic facts in math for speed and accuracy from grades 2-7
3. Continue to use the Reading For Information Assessment to monitor the progress of intermediate students
4. Continue to focus on early intervention for students at risk with their reading
5. Utilize a focus group for feedback regarding student connectedness

## **School Goals for 2014-2015:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the Queensbury Elementary School Plan for 2014-2015 are:

**1. To provide students opportunities to become more engaged with their learning.**

**Objective 1.1:**

To increase opportunities for students to learn through inquiry and project based learning.

**Objective 1.2:**

To increase opportunities for students to learn through the use of digital technology.

**2. To increase the number of students reporting a positive school climate at Queensbury.**

**Objective 2.1:**

To increase the percentage of students feeling connected to the school.

## **School Goal #1:**

**To provide students opportunities to become more engaged with their learning.**

### **Goal Rationale:**

We believe student engagement is directly related to performance. If students are more engaged with their learning, their attitude will improve, and the knowledge, skills, and understanding they can demonstrate will increase. Technology is a way of life today so teachers need to use this resource tool to help inspire and engage children in their learning. Using inquiry based teaching and learning will enable students to apply their learning in new and interesting ways. Honouring students' questions will encourage them to be more invested in their progress.

### **Objective 1.1:**

To increase opportunities for students to learn through inquiry and project based learning.

### **Strategies/Structures/Resources:**

- Plan professional development sessions
- Use collaboration time
- Engage in professional readings
- Individual or small groups of teachers attend the District Designs for Learning series
- Visit other schools to observe
- Curriculum Implementation day focus on new curriculum and inquiry approach
- Provide time for teams, grade group planning
- Using the librarian to team teach with an inquiry approach
- Focus on assessment, specifically student self-assessment, to assist students to become more engaged
- Individual or small groups of teachers participate in collegial conferencing projects

### **Evidence:**

#### **Qualitative Baseline:** Summary of Student Focus Group

- Students enjoy doing projects
- Students have time to discuss things in class (smaller group discussions were good)
- There are lots of positive comments about making up their own projects/ questions
- Self-directed learning is valued by the students and teachers
- There were positive comments when students ask their own questions and find their own answers
- Time is a factor- sometimes the discussion has to end because they need to move on to the next topic or class
- Students' understanding of open-ended questions is going in the right direction (they understand they might struggle with them)

**Qualitative Target:**

- Can they articulate the process of moving forward with open-ended questions- how do they answer them?
- We want students to develop a self-awareness of their thinking
- We want students to develop critical and creative thinking skills
- Can they articulate why they're asking questions and how they might find the answers?

**Qualitative Actual:**

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**Objective 1.2:**

To increase opportunities for students to learn through the use of digital technology.

**Strategies/Structures/Resources:**

- Plan professional development sessions focusing on technology
- Use collaboration time to focus on technology
- Tech committee overseeing the school tech plan
- Dedicate some school resources for the purchase of hardware and software as recommended within the tech plan
- Ipads purchased for staff in year 1
- Staff members attended professional development workshops
- Partner with PAC to allocate funds for technology
- Access District resources and personnel for training
- Provide access to technology to the Educational Assistants for working with students with special needs
- May use technology to differentiate instruction
- Standing item on staff meeting agenda for discussion

**Evidence:**

**Qualitative Baseline:** Summary of Student Survey/ Focus Group/ Meeting Minutes

- Often the technology at home doesn't match that at school so students can't start something at school and finish it at home
- Students found it faster to find answers on the internet
- Students didn't think they were "reading" when they were on the computer
- There's instant gratification from using the internet
- Most wanted to use more technology at school
- There was a narrow sense of the use of technology (most thought it was for finding information, not using technology to communicate, collaborate, etc)

**Qualitative Target:**

- Use multiple online sources (books, experts, photos, videos)
- Asking the right (open-ended) questions when researching on the internet
- Expand the ways that students use and define technology (communicate and collaborate)
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**Qualitative Actual:**

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**School Goal #2:**

**To increase the number of students reporting a positive school climate at Queensbury.**

**Goal Rationale:**

At a Family of Schools meeting it was noted that students who fail to graduate high school are often those who have little sense of connection to the school. In addition, the Social Responsibility Survey conducted two years ago indicated a significant number of students who did not know the expectations for student behaviour as stated in the school Code of Conduct. To enhance the students' sense of safety and to foster a feeling of connectedness to the school, a focused effort to create a positive school climate must be implemented.

**Objective 2.1:**

To increase the percentage of students feeling connected to the school.

**Strategies/Structures/Resources:**

- Ensure that students at risk have an adult in the school they can count on.
- Create leadership opportunities for all students such as Student Council, Peer Counsellors, Harvest Project, lunch monitor, ball box monitor, library monitor, gardening club
- Have regular assemblies that include a focus on recognition and spirit
- The use of buddy classes for various activities and projects
- Implement Student of the Week program to provide student recognition
- Promote Spirit day activities such as pyjamas day, hat day, etc.
- Encourage students to join school teams and band
- Provide more clubs and team activities
- Provide family grouping activities

**Evidence: (Quantitative)**

<b>Key Performance Measure: Students Survey on Connectedness</b>	<b>Oct., 2011</b>	<b>Oct., 2012</b>	<b>Oct., 2013</b>	<b>Target</b>	<b>Oct., 2014</b>
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**Evidence:**

**Qualitative Baseline:** Summary of Student Comments and Focus Group Discussion

- More positive and interesting comments, than negative comments
- Positive comments are more school-wide (about their life at school)
- Negative comments relate more to interactions with teachers
- Fewer comments this year, compared to last
- Most comments related to adding activities or clubs
- Most comments in the "I am liked at school" section related to having friends and not teachers/ staff liking them
- Comments indicated that it wasn't that students didn't like coming to school, but they wanted to stay home to do other activities (video games)
- Interesting that students think it would be better to do the survey later in the year when students are more settled and have made friends
- Talking to the teacher- many comments were about shyness, or not wanting to stand out

**Qualitative Target:**

- More positive comments related to teachers
- Continued positive comments on friendships
- When possible, add clubs and activities

**Qualitative Actual:**

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## Connections:

### Connections to Family of School's School Plans and/or District Achievement Plan:

While it is important that school plans reflect the unique characteristics of each school site, it is equally important that school plans connect thoughtfully to district directions and align with the initiatives of the Family of Schools (FOS).

- Administrators meet monthly in our Family of Schools, discussing school directions, issues, instructional initiatives and concerns, and the progress of School Plan implementation.
- Administrators of the Sutherland Family of Schools reviewed their plans looking for common goals and strategies that may be applied amongst all the schools.
- The FOS has agreed to have a common goal for next year related to "students' sense of belonging". The goal would encompass the academic, social and emotional well-being of students.
- Grade 7/8 Transition process has been revised to provide a greater focus on the students at risk (academically, behaviourally, socially, and/ or emotionally). The revision includes a more accurate means of tracking students at risk. The FOS is piloting this new form, which is in alignment with the School District's new document related to "7/8 Transition".
- The FOS hosted a joint Curriculum Implementation day with a focus and discussion on the new "District Assessment Handbook".
- The initiatives of the FOS reflect the objectives stated in the School District's "2011-2021 Strategic Plan". The following objectives are highlighted in the actions and activities of the FOS.

*Enhance collaboration among all students, parents, partners, and educators to create relevant learning opportunities.*

*Provide recognition of the value and contributions of our students, our staff, and our community partners.*

*Provide seamless transitions for all students at each stage of growth and development.*

*Strengthen engagement and connection for all learners.*

*Build connections and partnerships with other educational organizations to support and strengthen our own instructional practice and to stay current with educational research.*

**Consultation Process of Queensbury School Planning Council:**

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved Queensbury School Plan will be posted on the school web site by October 31, 2014.

**School Planning Council Approval of Proposed School Plan:**

Date:

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Rick Chan	<i>Original Document signed by SPC Members</i>
Teacher	NA	
Parent	Caroline Davey	
Parent	Melissa Smith	
Parent	David Olson	
Vice- Principal	Lise Smith	

**Board Approval of School Plan:**

*Approved by:*

**Dr. Pius Ryan, Assistant Superintendent  
June 2, 2014**